

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 120K1**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mr. Earl Kirkpatrick

Official School Name: Santa Fe High School

School Mailing Address: 1901 S.W. 15th Street  
Edmond, OK 73013-2689

County: 55 State School Code Number\*: I012

Telephone: (405) 340-2230 E-mail: earl.kirkpatrick@edmondschools.net

Fax: (405) 330-7370 Web site/URL: www.edmondschools.net/santa/fe

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. David Goin Ed.D. Superintendent e-mail:  
david.goin@edmondschools.net

District Name: Edmond Public Schools District Phone: (405) 340-2800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Ms. Kathleen Duncan

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 15 Elementary schools (includes K-8)  
(per district designation): 5 Middle/Junior high schools  
4 High schools  
0 K-12 schools  
24 Total schools in district
2. District per-pupil expenditure: 5796

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	3	2	5
1	0	0	0		8	2	1	3
2	0	0	0		9	317	298	615
3	0	0	0		10	251	246	497
4	0	0	0		11	216	246	462
5	0	0	0		12	233	203	436
Total in Applying School:								2018

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
6 % Asian  
22 % Black or African American  
8 % Hispanic or Latino  
8 % Native Hawaiian or Other Pacific Islander  
49 % White  
5 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 13%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	142
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	113
(3)	Total of all transferred students [sum of rows (1) and (2)].	255
(4)	Total number of students in the school as of October 1, 2010	1893
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 6%  
 Total number of ELL students in the school: 117  
 Number of non-English languages represented: 37  
 Specify non-English languages:

Spanish, Chinese, Vietnamese, Urdu, Persian, Korean, Arabic, Thai, Gp, Tagalog, Truk, Bengali, German, Hindi, Niger-Kordofanian (Other), Japanese, Hawaiian, Greek, Gujarati, Tamil, Amharic, Efik, Luo (Kenya and Tanzania), Indonesian, Marathi, Burmese, Malayalam, Sindhi, Yoruba, Estonian, French, Ukrainian, Serbo-Croatian (Cyrillic), Somali, Welsh, Shona, Telugu



9. Percent of students eligible for free/reduced-priced meals: 24%

Total number of students who qualify: 381

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

Total number of students served: 264

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>38</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>148</u> Specific Learning Disability
<u>18</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>17</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>16</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>115</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>15</u>	<u>7</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>35</u>	<u>0</u>
Total number	<u>185</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	94%	95%	95%	95%
High school graduation rate	93%	91%	91%	90%	92%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>420</u>
Enrolled in a 4-year college or university	<u>68%</u>
Enrolled in a community college	<u>10%</u>
Enrolled in vocational training	<u>2%</u>
Found employment	<u>10%</u>
Military service	<u>1%</u>
Other	<u>9%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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In the fall of 1993, Edmond Santa Fe High School opened its doors to fewer than 500 freshmen and sophomores and took the first steps on its journey toward excellence. With about 45 teachers and staff, Santa Fe offered honors classes and 4A athletic competitions, but no Advanced Placement courses nor 6A competition. In that first year, the volleyball girls earned the 4A championship and followed it up the next year as class 5A champions. The spring of 1996 saw the first graduating class, first AP courses, and 5A competitions in all sports. In the following years, Santa Fe has continued to excel in academics and athletics while diversifying its student population. This past year, Santa Fe offered 24 Advanced Placement courses, won the state championship in girls basketball and boys track, and increased student enrollment to over 2000.

Through the years, Santa Fe has established many traditions from its vision-setting first-day school-wide assembly to its annual musical and drama production to its Double Wolf Dare week, a week-long charity drive in which students participate in a variety of activities intended to raise money for a organized charity. We also honor our students through our recognition of Mr. and Miss SFHS. These student-elected honorees acknowledge the seniors who best represent Santa Fe's character and achievements. We also honor students monthly through our Student of the Month award, a teacher-nominated and -elected recognition of students who show positive character. Finally, at our spring recognition ceremonies, teacher-chosen students are awarded individual academic excellence awards for outstanding work in a specific subject.

Santa Fe is committed to ensuring that every student -- regardless of gender, ethnicity, socio-economic status, or history of achievement -- attains a standard of excellence. This vision is reflected in student performance through the school's 2010 Academic Performance Index of 1413, the highest score for a public 6A school in the state. Our most recent recognition from the ACT was the College Readiness Award for outstanding utilization of the ACT: significantly increasing ACT composite scores, increasing student participation in the ACT and improving college readiness also reflects our vision. Furthermore, we are dedicated to raising student achievement by implementing effective instructional strategies, using relevant data and assessments, identifying and providing appropriate resources and technology, providing and maintaining a highly trained staff through continual quality professional development, creating independent problem-solvers who are willing to take responsibility for their own learning, and creating as well as maintaining a professional learning community. To ensure that we are achieving these goals, student performance is monitored throughout the year with formative and summative assessments in the classroom and district-wide common benchmark assessments. These scores allow teachers to refine and/or re-teach those areas where students did not perform well. Additionally, poorly performing students receive help through a variety of intervention and support programs. The final means through which we know we are achieving our goals is through student End-of-Instruction exams and, for some, through national Advanced Placement tests and ACT/SAT tests. In-depth analysis of these scores guides future classes, curriculum and pedagogy.

Edmond Santa Fe High School is located in Edmond, Oklahoma, a suburb of Oklahoma City with a growing population of close to 77,000. Edmond is a predominantly white community with about 15% of its citizens identifying themselves as a minority. With 15 public elementary schools, five middle schools, three high schools, one alternative high school and two universities, education is the dominant employer in this city. Because of the lack of industry for its tax base, the school system is relatively poor in an affluent neighborhood.

Edmond Santa Fe High School boasts the most diverse population of the three high schools: 49% White; 22% Black; 6% Asian; 8% Hispanic and 2% Native American. Santa Fe also has the highest number of students enrolled who are eligible for free or reduced lunch at 24% as well as the largest



Hispanic student population. Additionally, Santa Fe is the only high school to offer classes for the multi-handicapped.

Santa Fe has rigorous standards and high expectations for its students. One of the challenges Santa Fe faces is bringing students who are new to the district up to Santa Fe's academic standards. Currently, 6% of the students enrolled at Santa Fe are transfers. Often, these new students come to Santa Fe with gaps in their knowledge base. Filling in these gaps is definitely a consideration in teachers' pedagogy.

### 1. Assessment Results:

A. Santa Fe uses the state's Academic Performance Index (API) as a measure of student performance and progress. The statewide target, which increases every year, includes (1) acceptable student performance and progress in reading/language arts and mathematics, as measured by student scores of "Proficient" and "Advanced" on criterion-referenced End-of-Instruction tests in English II and Algebra I; (2) academic completion based on graduation rates, attendance and dropout rates; and (3) academic excellence based on ACT scores, college remediation rates and Advanced Placement course offerings. The overall API score is a weighted computation with 80% coming from EOI scores, 10% from school completion rates, and 10% from academic excellence statistics. This API score is then used as the measurement to indicate whether a school has made Adequate Yearly Progress (AYP), as defined by the federal No Child Left Behind regulations. Though not used in the API scores, the state also mandates EOIs in U.S. history, geometry, Algebra II, English III and biology. This year, students must achieve proficient or advanced scores in English II and Algebra I as well as two other EOI tests in order to graduate. Santa Fe also requires testing of freshman reading levels using the Gates-MacGinitie Reading Test and offers the PLAN test in freshman and sophomore years. In the junior and senior years, students may opt to take the PSAT and ASVAB, respectively. These scores help define those students who are performing on level or who may need remediation.

Santa Fe shows a marked improvement in API scores from 2007 through 2009 with scores of 1365, 1400, and 1462, respectively. In 2010, the state re-normed target scores, and Santa Fe scored 1413, the highest score for any 6-A school in Oklahoma. For accountability purposes, scores are reported for all regular students.

B. Santa Fe's results in math have been consistently high with 68% passing in 2007 and 92% passing in 2011. Part of the increase in overall scores is due to improvement of scores in our subgroups. African-American scores rose from 54% in 2007 to 88% in 2011; Hispanic subgroup improved from 54% in 2007 to a 85% in 2011, while students on Free and Reduced lunch showed improvement from 60% in 2007 to 90% in 2011. Likewise, Special Education students saw the most impressive increase in scores from 26% in 2007 to 80% in 2011. The trend toward improvement continues with Asian Pacific Islanders who saw increase from 90% in 2007 to a stellar 100% in 2011. Finally, the American Indian subgroup began with 72% in 2007 and increased to 83% in 2010, with no composite subgroup score for 2011 because of too few students. English scores equally show improvement with scores of 80% passing in 2007 and 94% passing in 2011. Significant increases in the English pass rate of several subgroups have also been noted; specifically, African-American scores increased from 55% passing in 2007 to 93% in 2011, and students receiving Free and Reduced lunch increased scores from 55% in 2007 to 88% in 2011. Similarly Special Education students saw over a 50% improvement in scores from 26% in 2007 to 80% in 2011. Asian Pacific Islanders also continued to show a steady increase from 89% in 2007 to another perfect passing rate of 100% in 2011. Finally, the American Indian pass rate rose from 73% in 2007 to 94% in 2010 with not enough students in the subgroup to be scored in 2011. This continued improvement is in part attributed to the implementation of professional learning communities, subject-specific Strategic Measurable Attainable Results-oriented Timely (SMART) goals defined by the teachers, common subject development devoted to teachers' collaboration, benchmark exams, data-driven analysis of student results, and remediation for struggling students in the form of "Boot Camps" (intensive, focused learning sessions targeting problem areas) and Guided Study, an after school program.

Last year, Santa Fe scored 1408. We saw a decline in our overall scores due to Hispanic subgroup scores. While there were slight decreases in some subgroups after the state initially re-normed the target scores for EOIs, all subgroups continued to show improvement under these tougher standards except for the Hispanic subgroup which was unsuccessful for a second year in meeting the English II target scores.

Hispanic subgroup scores went from 83% in 2010 to 71% in 2011, while the overall full-academic-year student score was 94%. Attempts to close this achievement gap include a new Native Speaker effective learning strategies class intended to present material in both the students' native language as well as English. This insures students learn the material at the same time they are assimilating English. English Language Learning classes have been available, but this year a new teacher with a master's degree in ELL was hired and assists the regular classroom teacher with modification for ELL students. Additionally, another new class which supports Spanish speakers, our ELL reading class, focuses on fluency and comprehension of the English language in a total-immersion English-speaking environment. Finally, our Guided Study program offers Spanish-speakers the opportunity to work one-on-one with an English teacher.

## **2. Using Assessment Results:**

After analyzing the various school, district, and state data on student performance, Santa Fe focuses on pedagogy and opportunities for remediation. Teachers analyze on-going common assessments and Benchmarks during subject-specific shared plan periods to collaborate about ideas that worked and examine where improvement or modification may be needed. These Professional Learning Communities focus on goal setting early in the year and monthly monitoring of student progress. The common-goals have been achieved through a variety of programs. What began with team-taught classes involving one special education teacher and one regular teacher has blossomed into Professional Learning Communities where all teachers teaching the same class collaborate. Following agreement on a year-long goal for student performance, teachers share strategies and methods that are effective in the classroom with all students; they research and brainstorm ideas for helping focus-groups, and they implement a variety of techniques. As an objective source, the teachers use scores on common assessments and district benchmarks to monitor progress and adjust teaching methods. This year, PLCs moved forward with teachers sharing teaching duties through switching students in the same- subject area. For example, all the sophomore English teachers now rotate their students once a week. After the students take a collaborative test, those who need remediation go to one teacher, the "passing" group goes to a different teacher for more in-depth learning, and students who made 90% or better go to a third teacher for enrichment. The program that started as an intervention for students on an Individual Education Plan has gone beyond the learning disabled to affect all students in need of a little something extra.

Another program Santa Fe started to help remediate students began with Saturday school and developed into "Boot Camp." Saturday school was originally an opportunity for students who had fallen behind in their work to make up assignments; this program is still in place, and it has been supplemented with a program for students who have failed an End-of-Instruction test. For two weeks in the summer, students who will be re-taking their EOI experience intense remediation in a test-subject. Once again, what began as a chance for students to acclimate to the academic demands of high school has matured into a district-wide intervention on which we hosted "English Boot Camp" for all high schools in the district.

Based on various assessment data, struggling students are identified and channeled into several intervention programs. For those students who need to improve in a specific core subject, the school offers open-door guided study classes for individual tutoring, re-teaching, and intervention. Those students requiring more general academic support may avail themselves of Individual Education Plans, Individual Learning Plans for remediation, Spanish Native Speaker classes, English Language Learner class and At-Risk student classes. For students who have failed, credit recovery and Students On Academic Recovery classes offer a way for them to make up credit and get on level again. At-risk, career, and student counselors are accessible to help students who may have difficulties either within the classroom or beyond the classroom. Support is also available to students who choose to challenge themselves; ACT prep classes, Advanced Placement classes, and numerous arts, drama, technology and athletic programs offer a variety of resources from which students may benefit.

Through face-to-face opportunities and the use of technology, parents, students, and the community receive information regarding student achievements. Parents & Friends is a support organization

comprised of students' parents and community stakeholders. This group produces a bi-monthly newsletter full of student activities and achievements. While staffing and parent/teacher conferences offer face-to-face opportunities to discuss student needs, Open House allows parents and teachers to meet and greet one another less formally and gather information about the expectations of the class. Other avenues for contact are through technology in the form of Pinnacle Internet Viewer (web-based grade book and attendance), email, and S-connect (auto phone). These venues permit parents and teachers to contact each other at any time. The school's website and Facebook page updates everyone about the latest events and accomplishments. The newest technology offers a phone application called "School Connect," which, through push notifications, informs parents, students and community of current events. Other features include teachers' email and phone numbers and the ability to access a student's password-protected grades. Likewise, counselors make contact with parents and students on an as-needed basis to keep them informed of student progress, concerns, and/or opportunities. Progress reports and district, school, and teacher websites keep parents apprised of student progress, up-coming events and classroom lessons. The community itself also receives information about events, achievements and personalities through the school's newspaper, *Ruff Draft*, which is a state award-winning monthly insert in the city's newspaper, *The Edmond Sun*.

### **3. Sharing Lessons Learned:**

Sharing knowledge and successful strategies for teaching is an integral part of Santa Fe. Because of the success of our students, particularly minority students, our staff and administrators often have opportunities to share what works with other educators. Many of our presenters include teachers themselves such as AP consultants, Pre-AP consultants, Smart Board certified trainers, and teacher-mentor trainers as well as assistant principals and counselors. Some successful programs and strategies Santa Fe has shared with colleagues include

- Shared-plan-period professional learning communities of teachers who analyze student data and collaborate to improve student learning
- Freshman Academy, a school-within-a-school program for facilitating ninth-grade success in high school
- After-school Guided Study tutoring programs for students needing additional one-on-one help conducted by subject-specific certified teachers
- After-school testing center that accommodates the high school's flexible scheduling
- English "Boot Camp" remediation for students who did not pass the End of Instruction test
- Response to Intervention in Reading program by our teachers which addresses reading deficits at the ninth-grade level
- Science on Saturday program where science teachers and students introduce elementary school children to the world of science through hands-on experiments
- AP and Pre-AP strategies for science and math workshops that focus on increasing rigor and help students develop critical thinking and problem-solving skills
- Smart Board training by certified teacher-trainers to help teachers learn how to incorporate the new technology into their subject area and promote active learning by the students

- Training veteran and resident teachers in how to conduct learning-focused conversations used to support new teachers, improve veteran teachers, and facilitate professional learning communities
- Strategies for targeting subgroup achievement, core curriculum implementation, testing, and school management of personnel
- Strategies and programs in data-driven counseling and career guidance for helping students beyond high school

Our audiences have ranged from other high school, middle school and elementary school teachers in and out of the district to the Oklahoma Secondary Principal's Association, to teachers, counselors and administrators from Oklahoma, Texas, Louisiana, Arizona and New Mexico and even Canada. Formal presentations at conferences and conventions are only a part of what Santa Fe does to contribute to the educational community. E-mails, telephone conferences, in-classroom visits by teams of teachers, counselors, administrators, legislators, and personnel from the State Department of Education are also venues for sharing Santa Fe's successful pedagogy.

#### **4. Engaging Families and Communities:**

Santa Fe's strategies for working with families and community members for student success are broad and varied. The largest interaction with the community and the student body occurs in the weeks preceding and during Double Wolf Dare Week, our annual philanthropic endeavor which focuses on one charitable organization. Students are exposed to representatives of the charitable organization and all those connected with that organization in a variety of ways and through school assemblies throughout the week. At Santa Fe, student success goes beyond grades—it includes character, and Double Wolf Dare Week teaches students the responsibility we all have to help those who are less fortunate. Another successful strategy for including the community and families is our Professional Internship program. This program allows eligible students to “shadow” a professional at his/her place of work. Some of the people students have shadowed include reporters, doctors, business people and public officials. It allows students to observe the real-life work in their field of interest. Similarly, our students have the opportunity to participate in the Youth Leadership of Edmond program where they learn about and participate in the workings of the city council and mayor. Because Edmond is home to the nearby University of Central Oklahoma, Santa Fe also offers senior students the chance to enroll in college classes, which definitely gives our students a foundation for later college success as evidenced by our low first-year of college remediation rate of 8.5% overall, the lowest in Oklahoma 6-A schools. Likewise, Academic Commitment to Education class places students interested in the teaching profession in our district's elementary schools to experience teaching first hand. Students also have an opportunity to interact with people statewide when DECA class hosts our annual Heather Harkness Volleyball Tournament. Students are the promoters, accountants, managers, schedulers and staff in the event which honors a fellow student-athlete who unexpectedly died. Family involvement is also one facet of Santa Fe's vision for student success. Beginning with Freshman Orientation and the Parent Night assembly, both parents and students are informed of Santa Fe's expectations for incoming freshmen. Likewise, College Readiness night allows parents and students to meet with representatives from various Oklahoma universities, learn about financial aid, and obtain an introduction to Santa Fe's AP programs.

## 1. Curriculum:

Santa Fe High School is committed to educating students for excellence in a highly competitive global society in academics. A college preparatory curriculum insures that all students receive a strong foundation in core curriculum areas and world language as well as a wide variety of elective courses. Site and district vertical teams systematically review and update the curriculum offerings to ensure high standards that meet the needs of all students. Because research shows that students who take one Advanced Placement class are twice as likely to graduate from college, Santa Fe students are encouraged to pursue more challenging AP coursework in at least one subject area. Enrollment in Pre-AP and AP classes is inclusive, meaning it is open to all students who wish to challenge themselves. The success of this inclusive philosophy is evidenced by the growth and number of AP classes offered.

The graduation requirements meet and exceed state standards as well as college entrance requirements. Santa Fe's college remediation rate of 8.5% is among the lowest in the state for any comprehensive high school. Graduation requirements are set to provide students with a college prep curriculum, and parents must sign a waiver if their child does not take this coursework. Pre-AP or AP courses are available for all core classes and some additional elective classes. Required and elective college preparatory courses include

- 4 units of English, integrating grammar, composition, and literature with elective options in Mythology/Poetry, Shakespeare, Creative Writing, Journalism, and Newspaper
- 3 units of Mathematics earned during high school, limited to Algebra I, Geometry, Algebra II, Trigonometry/PreCalculus, Calculus, Statistics or other college approved math
- 3 units of laboratory Science, including Biology and at least one physical science chosen from Astronomy, Botany, Chemistry, Earth Science, Environmental Science, Physical Science, Physics, Physiology, or Zoology
- 3 units of Social Studies, including Oklahoma History, World or European History, U.S. History, and Government; elective options include World Geography, Civil and Criminal Law, Sociology, Psychology I and II, and Economics
- 2 units in the same world language, chosen from Spanish, French, Latin, or German OR 2 units computer technology approved for college admission requirements
- 1 additional unit from above courses OR 1 unit college approved Career or Technology Center course
- 2 sets of competencies in Arts which may include, but are not limited to, courses in visual arts, general music, humanities, or performing arts
- 1 unit of Physical Education
- ½ unit of Health, Health Careers
- Additional electives to total 24 units of credit

The exceptional Fine Arts department provides vocal and instrumental music courses, with additional opportunities that allow students to showcase their talents. Auditions are held for such activities as the annual musical and play, show choir, jazz band, debate team, and orchestra ensembles. In the past two years, the band has performed in England's New Year's parade. Visual Art courses at Santa Fe include three levels of art, painting, drawing and design, photography, and AP Studio Art.

Additional electives provide students with an opportunity to gain leadership skills, computer and business training, family and personal management, and entrepreneurialship through classes such as Student Council, Academic Commitment to Education, Professional Internship, accounting, business law, web design and computer science, food and nutrition, marriage and family, agricultural mechanics, turf grass management, and horticulture. These elective courses teach students skills that relate to everyday life and train students in practical arts that they can apply to other courses of study and future careers. Santa Fe strives to insure that each student becomes a productive and well-rounded individual.

## **2. Reading/English:**

Santa Fe's language arts curriculum is horizontally and vertically designed through district and site teaming which creates a solid core curriculum for all students. District benchmarks and site-pacing calendars monitor student progress. Intervention strategies begin in the ninth grade when freshmen reading below grade level are placed in a reading improvement class in addition to English I. Likewise, reading and English I teachers utilize Response to Intervention strategies, allowing teachers to act quickly and systematically when a student has not reached grade-level fluency or comprehension targets. Individual learning plans and data-driven procedures guide intense differentiated instruction for each student.

One differentiated instruction program, "Switch Days," mixes students into learning groups based on subject knowledge. Each grade-level teacher specializes instruction in an area such as grammar remediation, vocabulary building, writing skills, or enrichment. Students are then "switched" for a few days to the teacher who can address their needs, after which the students return to their scheduled teacher. This system works well because all grade level students have the opportunity to learn based on their level of mastery. Another program created by the English teams, Boot Camp, is an intense learning environment concentrating on student mastery of basic skills.

Within the classroom, teachers may employ scaffolding, a reading strategy focusing on what students can do independently and what they can do with assistance. Students learn vocabulary, reading comprehension and literary concepts through a variety of means. Some pre-reading strategies include questioning, predicting, and connecting the text to student experiences. During reading, students may read aloud (in pairs, small groups or chorally), apply word-attack strategies, annotate text, and use graphic organizers. Finally, post-reading practices offer students the opportunity for whole-class and small-group discussion, implementation of rhetorical strategies such as SOAPS and TPCASTT, as well as writing, dramatic or artistic activities. These strategies allow students to work independently, in groups, and one-on-one.

Finally, for students with learning disabilities or for those preferring more rigor, the curriculum offers co-taught classes and English Pre-AP classes, respectively, at each grade level. The co-taught English classes team a special education teacher and an English teacher for instructing both special education students and on-level students. Senior AP Literature and Language classes, the culmination of the Pre-AP strand, are taught by College Board-accredited teachers with the aim of preparing students for passing the AP exam, which earns students college credit.

### **3. Mathematics:**

Santa Fe High School's mathematics curriculum is horizontally and vertically designed through district and site teaming. District benchmarks and site pacing calendars ensure that all students receive equitable course instruction. A collaborative Professional Learning Community exists inside the department and among each of the varied grade level teams. Advanced Placement classes are encouraged as a means to hold all students to positive expectations, but a number of pre-mediation and remediation systems are also available. Building a strong foundation of mathematical skills is the department's focus. To do this, a systemic pyramid of instruction has been developed to outline the plan of action for accelerating or remediating students.

This plan begins the minute students enter our doors. Students who have scored below state proficiency levels in the 9th grade are placed in a specialized Algebra I course. The teachers in this class use accountable talk as an instructional tool. Students are required to articulate mathematical processes through performance tasks, writing, and speaking. Relevant real-life world problem are utilized to teach mathematical standards. Through these problems, students see the actual use of formulas and mathematical equations. When students are required to explain their answers in a one-on-one testing format, a teacher can see clearly where student understanding begins and ends. From there, a new plan for teaching is designed.

Other students who demonstrate learning gaps are placed in both Algebra I and Algebra I support or Geometry and Geometry support. Support classes coexist with the standard courses and are intended to function as pre-mediation. Developed as hands-on, relevant, in -class activity courses, they provide students an opportunity to gain skills they have missed with traditional instruction. Support classes, along with the students' regular math classes, not only immerse students in a mathematics environment for 1/3 of their day, but they also provide an environment of alternate learning strategies.

Technology is embraced in mathematics instruction, and on any given day students can be found manipulating a Smart Board, Airliners, Responders, and N-Spire or TI calculators. Mathematics teachers work together to create common lesson plans, common assessments, and a common intervention system. They review data and continually seek plans that address all learning needs. Students who fall behind on acquisition of standards are immediately addressed. Specialized groups, after school boot camps, after school tutorials, and an embedded 20-minute tutorial period are used to deliver immediate and differentiated instruction to all students.

### **4. Additional Curriculum Area:**

Performance classes, Stagecraft, Music Theory, Drama, Visual Arts, Speech, and Debate develop cognitive reasoning, spatial acuity, social intelligence, motivation, and self-confidence. In addition to life skills, each discipline enhances artistic mastery, such as, singing, playing an instrument, drawing, painting, speaking, acting, stage construction and lighting, interpreting art and reading music.

Through performance classes, students learn music notation, performance etiquette, technique, analysis, listening skills, art and language interpretation. The excellence of the performing arts programs is evidenced through district, state, regional and national recognition for students and faculty. It is clear that the state outcomes for art education are met and often superseded.

Not only have all of the individual arts programs excelled, but the disciplines combine skills for annual integrated performing arts projects. This could include a choir and orchestra performance of Handel's *Messiah* or even the school's production of *Phantom of the Opera*. Vocal music, drama, stagecraft, band, orchestra, studio art, and photography students merge to create the final productions of these events.



Santa Fe's arts program is a model for other schools and educators, but more importantly, students are encouraged to transfer the skills gained in these programs to other areas of life and to their chosen vocation after high school. Our students are highly employable and ultimately successful in jobs and their community because they exhibit skills such as:

1. confident presentation
2. clear articulation
3. logical organization of thought
4. theory-to-application connections
5. leadership, cooperative or individual responsibility
6. problem-solution orientation
7. respect

Our comprehensive arts curriculum succeeds because life skills are necessary to student performance in the arts, and are, therefore, constantly developed.

Any student has access to arts education at Santa Fe, which offers different levels in all disciplines, so students are taught from where their knowledge begins. As students progress, higher levels of artistic development are available. Learning is experiential and occurs through a variety of means: visual (Smart Board resources and teacher-developed programs), auditory (music listening, teacher explanation), and kinesthetic (singing, playing, movement, drawing, building, taking pictures). Students benefit from group work, teacher-student guided practice, and ensemble practice. All student sub-groups have experienced success in the arts at Santa Fe. Non-performance classes are also available for students who desire knowledge or art disciplines without the requirement of personal performance. These include, AP Music Theory, AP Art History, Shakespeare, and Humanities.

## **5. Instructional Methods:**

Santa Fe operates its instructional program on the premise that learning is an active process in which students construct meaning from their environment. To that end, differentiated instruction is a key component of the curricular and extra-curricular programs. Regardless of their place on the learning spectrum, students are provided a variety of instructional opportunities.

For advanced learners, Santa Fe provides a competitive Advanced Placement curriculum in conjunction with College Board. Students on this track are provided opportunities for one-on-one instruction through our focused study before school and after school programs. Teachers take ownership of these students by forming study groups to provide support and a "learning stretch." A career counselor identifies student potential for success in higher level courses by examining students' national test scores. This program, known as "Dream Deferred" facilitates the use of resources, both human and economic, to encourage these students in their pursuit of upper level courses.

Remediation and pre-mediation programs are provided for many different types of learners. Several key changes have helped teachers address the low performance levels of some subgroups. Through a co-teaching environment, students identified for special education services receive the same curricular rigor as regular education students. This co-teaching philosophy (pairing a regular education teacher with a special education teacher) supports efforts to serve each student both socially and independently. A native speaker's effective learning strategies course offers a mentoring environment to Spanish speaking

students struggling in their regular courses. African American literature has been incorporated into the language arts curriculum to help students contextualize the material, helping to validate the relevance to their lives. RtI (Response to Intervention) strategies are used in reading and math. Data collection and reflection helps teachers scaffold student instruction from a systemic level. Learning takes time; therefore, struggling learners are provided the opportunity to revisit ideas, use them, and apply them to relevant experiences. Whether in an additional class or outside the school day, students are provided (and often mandated by scheduling) this time.

Other instructional methods are infused throughout the curriculum. SmartBoards, Edmodo, Responders, Airliners, calculators, Lab quest, probes, computers, and even cell phones are used as instructional tools. Students interact with one another and with their teachers as they maneuver through the curriculum. Using the APEX on-line educational program, struggling learners are able to access support or credit recovery in a computer-based class. In this environment, independent learning is afforded to students.

## **6. Professional Development:**

Our primary focus at Santa Fe is to provide a learning environment in which all students are allowed to reach their full potential. One essential factor in reaching this goal is providing well-informed and well-prepared teachers. That is why professional development is viewed as an ongoing way of life rather than an event or activity.

Santa Fe's professional development is grounded in data analysis and is based on student needs. The staff meets at the beginning of each school year and disaggregates data to identify areas of need. Teachers are then empowered to design professional development with strategies for improving instruction. Staff members provide input for the Professional Learning Community (PLC), six professional development day activities, and plan-time workshops. In addition, teachers have the opportunity to choose to attend district sponsored workshops and off-site conferences, which are paid for by the district.

Santa Fe's PLC is made up of collaborative teams whose members work together to achieve common goals in order to increase students' essential knowledge and skills. Teams are comprised of teachers who teach the same subject and the master schedule is created so that teachers within each department have common planning periods. Teams meet twice monthly and units are created collaboratively and aligned with PASS or C<sup>3</sup> skills. The biology team recognized that students were weak when it came to Process Standard #4-Interpret and Communicate Data. This prompted the team to request Smart Board training in order to allow interactive lessons to strengthen this area.

Daylong professional development programs are offered with teachers signing up for sessions that will be most beneficial to meet their students' needs. One such requested session involved training with classroom response systems (a.k.a. clickers). This training is beneficial across the curriculum because of its use in promoting advanced reasoning skills which are required to meet all PASS skills with a directive to draw a conclusion.

Planning time mini-sessions are offered where colleagues share their knowledge with fellow teachers. An Edmodo session was recently offered to allow teachers to post assignments, quizzes, and polls online. Teachers are encouraged to sign up for conferences offered by outside educational institutions such as College Board, BER, and LTF.

Test scores on benchmarks and end-of-instruction tests have been used to measure the impact of professional development on student achievement. These results show that there has been significant growth in all focus areas.

## **7. School Leadership:**

A shared leadership philosophy emanates at Edmond Santa Fe High School. A culture of collaboration and collegiality is encouraged and supported by the administrative team. The school's mission is clearly articulated to stakeholders through a common language present in site professional development activities, school documents, school signage, and all other modes of school communication. The principal insures that the four cornerstones - rigor, relevance, relationships, and positive expectations – are continually revisited as the foundation for the school's instructional program. Three assistant principals work in partnership with grade counselors and teacher-teams to manage issues involving academics, attendance, and discipline for their grade levels. A fourth assistant principal oversees curriculum and instruction by supporting teacher development and teacher needs. This role includes providing professional development opportunities to all teachers as well as helping to provide needed resources for instructional growth.

Building strong leadership capacity throughout the school is a priority at Santa Fe. A culture of continued professional development is created by both allowing and providing the resources for teachers to attend national, state, and local conferences. Santa Fe teachers also serve on a variety of committees, which allow their voices to be heard with regard to budgeting, professional development, and changes in school policies and procedures. The Leadership Team, comprised of department heads and teacher-sponsors of various school clubs and organizations, meet with the administrators on a regular basis to review policies and procedures, to plan activities, and to make recommendations and provide feedback to the administrative team. The Principal's Advisory Committee (made up of teacher-volunteers who meet on an as-needed basis) examines various school issues and develops strategies and interventions aimed at problem-solving. Examples of work by the advisory committee include the development and implementation of school-wide behavioral and instructional interventions. The committee examines issues such as student tardiness, effective use of instructional time, and school climate. An inclusive communication and problem-solving system allows many voices to contribute.

An open-line of communication exists between all stakeholders. This provides a sense of empowerment for teachers, parents, and students, which in turn, enables student success. Student achievement is most profoundly affected through the administration's support and development of teachers. Each administrator is an instructional leader who collaborates with teachers, who analyzes and interprets assessment data, and who provides and encourages the use of best practices to enhance student learning.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: English II

Edition/Publication Year: 06-08/07-11 (updated yearly) Publisher: 07-CTB McGraw-Hill/08-11 Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient & Advanced	94	95	94	87	80
Advanced	55	53	45	64	61
Number of students tested	414	423	400	437	451
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	44	22	33	31	18
Percent of students alternatively assessed	10	5	8	7	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	88	90	87	69	55
Advanced	33	35	23	33	40
Number of students tested	114	92	75	80	93
<b>2. African American Students</b>					
Proficient & Advanced	93	93	78	82	55
Advanced	28	30	23	45	33
Number of students tested	102	95	83	83	99
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	71	83	93	76	73
Advanced	32	52	20	53	46
Number of students tested	34	23	15	17	33
<b>4. Special Education Students</b>					
Proficient & Advanced	80	83	93	67	26
Advanced	30	29	44	36	8
Number of students tested	20	24	27	42	65
<b>5. English Language Learner Students</b>					
Proficient & Advanced	38	50	76	54	60
Advanced	0	0	22	23	50
Number of students tested	8	4	9	13	10
<b>6. Asian/Pacific Islander</b>					
Proficient & Advanced	100	93	83	81	89
Advanced	80	59	48	76	72
Number of students tested	20	29	23	21	18
<b>NOTES:</b>					
Reported Scores of all FAY students; 2010 State Renormed test; Special Education Alternate Tests - OAAP portfolio - Students with significant cognitive disabilities. OMAAP for students who do not qualify for the OAAP, but would not be appropriately assessed using regular state tests. Scores from OMAAP reflect adjustments for the 2% cap of proficient scores required by NCLB; 2009 ELL subgroup became students not passing ACCESS.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9

Test: Algebra I

Edition/Publication Year: 07/ 08-11 (updated annually) Publisher: 07 - CTB McGraw Hill/08-11 Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient & Advanced	92	90	95	84	68
Advanced	54	46	64	43	32
Number of students tested	276	282	314	336	422
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	34	34	35	70	17
Percent of students alternatively assessed	11	11	10	17	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	90	85	89	66	60
Advanced	45	38	42	30	19
Number of students tested	82	81	98	77	99
<b>2. African American Students</b>					
Proficient & Advanced	88	82	84	69	54
Advanced	33	24	41	16	16
Number of students tested	67	95	86	65	95
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	85	79	94	68	54
Advanced	37	43	59	26	17
Number of students tested	27	28	17	19	24
<b>4. Special Education Students</b>					
Proficient & Advanced	80	83	93	67	26
Advanced	30	29	48	36	8
Number of students tested	20	24	27	42	65
<b>5. English Language Learner Students</b>					
Proficient & Advanced	75	25	80	76	100
Advanced	0	25	40	33	50
Number of students tested	4	4	5	9	4
<b>6. Asian/Pacific Islander</b>					
Proficient & Advanced	100	100	94	90	90
Advanced	86	57	81	60	50
Number of students tested	7	7	16	18	10
<b>NOTES:</b>					
Reported Scores for All FAY Students; scores do not include 7th and 8th grade scores of cohort group; 2010 State Renormed Algebra I; Special Education Alternate Tests - OAAP portfolio - Students with significant cognitive disabilities. OMAAP for students who do not qualify for the OAAP, but would not be appropriately assessed using regular state tests. Scores from OMAAP reflect adjustments for the 2% cap of proficient scores required by NCLB. 2009 ELL subgroup became students not passing ACCESS					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Profficient & Advanced	92	90	95	84	68
Sproficient & Advanced	54	46	64	43	32
Number of students tested	276	282	314	336	422
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	34	34	35	70	17
Percent of students alternatively assessed	11	11	10	17	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Profficient & Advanced	90	85	89	66	60
Sproficient & Advanced	45	38	42	30	19
Number of students tested	82	81	98	77	99
<b>2. African American Students</b>					
Profficient & Advanced	88	82	84	69	54
Sproficient & Advanced	33	24	41	16	16
Number of students tested	67	95	86	65	95
<b>3. Hispanic or Latino Students</b>					
Profficient & Advanced	85	79	94	68	54
Sproficient & Advanced	37	43	59	26	17
Number of students tested	27	28	17	19	24
<b>4. Special Education Students</b>					
Profficient & Advanced	80	83	93	67	26
Sproficient & Advanced	30	29	48	36	8
Number of students tested	20	24	27	42	65
<b>5. English Language Learner Students</b>					
Profficient & Advanced	75	25	80	76	100
Sproficient & Advanced	0	25	40	33	50
Number of students tested	4	4	5	9	4
<b>6.</b>					
Profficient & Advanced	100	100	94	90	90
Sproficient & Advanced	86	57	81	60	50
Number of students tested	7	7	16	18	10
<b>NOTES:</b>					

12OK1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient & Advanced	94	95	94	87	80
Proficient & Advanced	55	53	45	64	61
Number of students tested	414	423	400	437	451
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	44	22	33	31	18
Percent of students alternatively assessed	10	5	8	7	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
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<b>4. Special Education Students</b>					
Proficient & Advanced	80	83	93	67	26
Proficient & Advanced	30	29	44	36	8
Number of students tested	20	24	27	42	65
<b>5. English Language Learner Students</b>					
Proficient & Advanced	38	50	76	54	60
Proficient & Advanced	0	0	22	23	50
Number of students tested	8	4	9	13	10
<b>6.</b>					
Proficient & Advanced	100	93	83	81	89
Proficient & Advanced	80	59	48	76	72
Number of students tested	20	29	23	21	18
<b>NOTES:</b>					

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